Muskegon Heights Public School Academy System
Edgewood Elementary-renamed to Martin Luther King Academy

Transformation Redesign Plan Template

Introduction

This template can be used to develop a Transformation plan. The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

Directions

Provide a concise, cohesive and comprehensive response describing how each requirement will be implemented in the school. Each description should also identify who will be responsible for the implementation (names and/or titles), and when the requirements will be implemented. Your reform plan requirements should be based on relevant data and context for your school. When appropriate for each requirement, cite data used to support the strategies in the plan and include relevant considerations that led to the plan decisions.

While developing the plan, the reform planning team must consider the following:
- the resources that will be allocated to this to ensure effective implementation,
- the indicators that will be used to guide your progress,
- the long-term outcomes the school/district expects (be specific), and
- evidence the school will provide to document the implementation of the plan.

Use your reform planning template to note these factors during your planning discussions, and include any of these in your requirements as you find appropriate. These will be used in the goal identification and strategic planning components of the School Improvement Plan after your reform/redesign plan is approved. This will allow for more focused planning, including selection of strategies and activities to effectively implement the plan.

A maximum of 6,000 characters are allowed per item. Use your MS Word Template to draft and edit each item, and then cut and paste the text into the form fields for each requirement.

PART A: REFORM TEAM PERSONNEL

1. Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

PART B: TEACHING AND LEARNING PRIORITIES

1. State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning *in ways that promote student growth* in your school. (These should come from the data dialogue that initiates your planning efforts.)

2. State what data were used to identify these ideas.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. (Must be completed by the Superintendent/Central Office).

Indicator 1B: Describe how **the district** will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Must be completed by the Superintendent/Central Office).

Indicator 1A:

Edgewood Elementary School was able to hire a turnaround principal in Mr. Shawn Hurt to improve the academic standards at the school. Mr. Hurt possesses the five turnaround competencies for success and has focused on early wins and big payoffs. In addition to bringing in a new principal there was a new administrative team: curriculum specialist, math coach and reading coach. We have also added interventionists in the classroom who are highly qualified and highly effective. Interventionists are working in small groups to individualize learning for all students. The small groups are created based on data from multiple assessments. In addition to that, teachers receive ongoing professional development designed to build capacity throughout the teaching staff. This has translated to increase student achievement on our assessments throughout the year (MEAP, Ed Performance, etc.). We have seen improvement throughout the 2013-2014 school year. According to the MEAP 2013-2014 data, the

student academic growth increased from 5.2% to 21%. This represents the percentage of students who made gains from 2012 to 2013. Student proficiency in both reading and math went from 5.7% to 11.6%. This explains the percentage of students who were proficient in both reading and math from 2012 to 2013. According to EdPerformance testing, the students are on pace to reach 1.5 years growth in both reading and math.

Indicator 1B:

The HOS and building leaders have attended multiple professional development opportunities to enhance student achievement and developing leadership skills. The Leverage Leadership professional development provided research based instructional strategies for HOS to help maximize teachers' full potential. The HOS also attended the Visible Learning professional development which focused on how to increase student achievement. The professional development Cognitive Coaching concentrated on how to assist teachers to reflect on a classroom observation. Lastly, our data drives our instruction; therefore, our HOS attended the Data Analysis seminar to learn techniques to better assist teachers.

Edgewood Elementary has implemented multiple professional development programs to build the leadership capacity necessary to increase student achievement. Our school has weekly data dialog meetings, Instructional Learning Cycles (ILCs) and professional learning communities to regularly monitor our progress academically throughout the year. Teachers were trained on Thinking Maps to assist with organization for the writing curriculum. During the school day and on some Saturdays Amy Oaks provided multiple professional developments to strengthen our writing instruction. Each teacher has been trained to analyze our school data to facilitate their instruction (EdPerformance, AHA Math, MEAP, etc.). This will support one of our big ideas to assist our Gifted and Talented program for 2014-2015 school year. While the reform addresses the necessary remediation to increase achievement of high performing students, it will also have a direct impact on our low performing students. The teacher will be able to instruct students with similar academic needs and therefore more effective teaching will take place in the classroom. Teachers from Edgewood visited a school whose academic growth went from 5.0% to 25.9%. They also used a transformational model to close their achievement gap. Edgewood teachers observed the results of this school's transformation and are using the knowledge to guide instruction in our school.

*Key Terms

Turnaround competencies that need to be ensured are:
1. *identify and focus on early wins and big payoffs;*
2. *break organizational norms;*
3. *act quickly in a fast cycle;*
4. *collect and analyze data;*
5. *galvanize staff around Big Ideas*

The intended beneficiaries of capacity building efforts are principals and other school-level leaders.
Descriptive: includes who will provide support; how it will be provided; through what structures.

<u>Requirement #2:</u> Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a <u>teacher evaluation</u> plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation..

Indicator 2B: In your response, detail the collaborative process used to create a <u>leader evaluation</u> plan and explain how the evaluation includes student growth (by 2014-15, at least 40% of leaders' evaluations must be based on student growth) as a significant factor. Attach the leader evaluation.

Indicator 2A:
Seventy-five percent of the teacher evaluation is based on student growth. Teachers are expected to reach 1.5 years growth in math and reading according to Ed Performance, as well as a 5% increase on MEAP scores. The Ed Performance test provides a pretest that is administered in the beginning of the school year for their baseline data. At the end of the school year students are given a posttest to indicate growth from the beginning of the year. The evaluation tool is collaboratively developed by the Educational provider, Superintendent her administrative team in conjunction with the state of Michigan. Classroom observations are done by an administrator, 3 times a year with feedback given to the teacher. Classroom walk-throughs are frequent. During the collaborative process, strengths and weaknesses are identified. A plan is then formed to support the teacher in their professional growth as an educator. If they are not reaching their goals, the teacher is put on a plan of assistance. The plan is visited frequently throughout the year with the teacher to evaluate progression of meeting goals. Additional indicators for teachers are at least 95% classroom attendance rate and parent satisfaction surveys ranking at 90% or higher.

Indicator 2B:
It is required that the Principal leads his team to increase MEAP scores by at least 5%. The Principal will oversee that pretest and posttest. Ed Performance scores should show gains of 1.5 years growth in each classroom for the 2013-2014 school year. The Principal will ensure that classrooms are achieving 95% or higher in attendance. Administrators will do walkthroughs in all classrooms to ensure rigorous teaching is taking place. Feedback is provided in a timely fashion to aid teachers in their pedagogy procedural practices. School leaders provide resources and strategies to best aid the teachers and their students in meeting the mission of the school. Administrators collaborate with the Superintendent of schools to set academic goals for the year. These goals are measured quarterly in order to monitor the academic progress of the school. The plan is revisited quarterly to address strengths and weaknesses based on the data provided by the school. Seventy-five percent of the leader's evaluation plan is derived from academic targets. This evaluation must align with the overarching goals of the school.

<u>Requirement #3</u>: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

> Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program (outlined in requirement #6). (Must be completed by the Superintendent/Central Office)

> Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Must be completed by the Superintendent/Central Office)

Indicator 3A:

Staff members are rewarded incentives to improve student achievement. Staff members are also recognized at school board meetings for their dedication for closing the achievement gap. Performance testing is done frequently in all classrooms. Success is monitored and rewards are presented to those classrooms. Some examples include: Highest AHA Math scores received a classroom reward. Other successes include most growth in reading, most growth in math, highest overall scores, etc. School staff members are provided additional professional development opportunities to enrich their teaching strategies. Merit pay is also provided for those teachers who meet their 1.5 years growth with up to $2,000 per year.

Indicator 3B:

Edgewood Elementary has a high standard for students and teachers in regards to academic achievement and teacher preparation. Each teacher has a teacher evaluation plan that is visited throughout the school year. This plan supports teachers and administrators collaborating to enhance the instruction in the classroom. Teachers who consistently display the inability to promote student growth will be put on a Teacher Improvement Plan to increase their instructional capacity in the classroom. If teacher does not improve, then their contract will not be renewed for the following school year. The school has a mandate that every teacher will meet their 1.5 years growth and increase their MEAP scores.

Another component of collaboration is the Mentor/Mentee program, where a teacher might be assigned an administrator for a mentorship. They meet regularly throughout the school year. Guidelines are in placed to help facilitate a meaningful coaching experience.

<u>Requirement #4:</u> Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect at least one of the "Big Ideas" (see Part B), (b) is on-going/offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on instructional practices. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Indicator 4A:

Staff members are provided highly effective professional developments that are implemented daily in the school. Not only do teachers receive information on the curriculum they are teaching, they also receive professional developments on how the brain functions, best practices for PBIS, inquiry based learning, analysis of data, technology in the classrooms and observations of other schools using a Transformation Redesign Plan. Professional learning communities will be used to guide the school to facilitate effective teaching and learning in the classrooms. The implementation of the professional development is monitored by the administrative staff during walkthroughs and observations in the classrooms. Feedback is given regularly. Teachers are expected to use insight from professional development to aid in their instruction. The Principal will also identify weaknesses within his staff to provide professional developments to individual teachers. One of the on-going professional developments provided is the analysis of data throughout the school year. This priority helps the teacher to analyze student learning and improve mastery of concepts. The analysis of achievement, demographics, process and process data provide the basis for the implementation and modification of all professional development.

**Key Terms:
"High quality" professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. "Job embedded" professional learning must have ALL the following: consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school **based on student needs**.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. (Must be completed by the Superintendent/Central Office)

Indicator 5A:

The district recruits highly qualified teachers through teacher job fairs and through online screening of applications. Teachers are assigned to schools based on the qualifications necessary to perform. Teachers are placed into positions depending on what is necessary for success of the students. The Principal has recruited staff members who demonstrate qualities of raising student achievement and the ability to work in a turnaround school. New teachers are recruited based on their commitment to school turn around. These teachers are often identified on websites including LinkedIn and Twitter. Staff members are also recruited based on their ability to build relationships with urban students and the community. All teachers are required to be highly qualified in their specific content area. Two qualities the district considers essential are a passion for teaching and a strong knowledge of the subject(s) they are teaching. In addition, administrators are seeking individuals who are flexible, resourceful, respond to students' learning and developmental modes, and who collaborate effectively with staff and parents.

Indicator 5B:

A central office will use incentive plans in order to retain teachers who demonstrate the ability to close the achievement gap. Some of the incentives offered include merit pay, meaningful learning resources, small class sizes, tuition reimbursement, mentor/mentee programs, and competitive salaries. Teacher retention opportunities also include participation as a mentor teacher and teacher leadership incentives with opportunities for advancement to curriculum and behavior specialists and heads of school. Teachers also will be given opportunities to be key stakeholders in the school, as well as opportunities for advancement.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

<u>Requirement #6:</u> Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

> Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Indicator 6A:

Edgewood Elementary was identified by the state as a Priority School. Previous years' MEAP scores have showed the poor level of proficiencies throughout the school years. After a close analysis of our students' MEAP data, our staff has had a large focus on particular strands to master. Pre-assessments, reassessments and post-assessments guide teachers as they move from strand to strand.

Edgewood Elementary uses multiple data sources to improve instruction and achievement. Prior to taking the MEAP test, teachers worked to isolate GLCEs that would be tested. Teachers used weekly assessments to decipher what objectives needed to be taught and retaught. The academic growth on the MEAP improved from 5.2% to 21%.

Teachers also use EdPerformance data to develop individualized lessons for the students. EdPerformance assessments are conducted on a quarterly basis. Teachers use weekly Grade Level Meetings to have collaborative learning communities to discuss performance data. Teachers discuss the successes and challenges in their instruction. Teachers are then able to use best practices in their classrooms.

Every week teachers have a focus strand in each subject to have the students to master. At the end of each week assessments are given in all subject areas to identify which students have mastered the grade level content that was taught throughout the week. Teachers use Instructional Learning Cycle (ILC) documents to review which students are making progress from week to week and which students need additional support. The students are divided into categories 1.) Advanced 2.) Proficient 3.) Partially Proficient 4.) Not Proficient. The teacher can then decide who needs to be retaught, what the classroom as a whole might struggle with, and which students have mastered the skills. Teachers have on-going Data Dialogue meetings within grade level and across the grades to converse about successes and struggles and to inform daily instruction.

Using all data, teachers create subgroups and small groups to individualize instruction based on the individual needs of the students. This ensures that all students are on target to meet their 1.5 years growth. Their performance scores are used to identify which of the MTSS multi-tiers they fall into: 1.) Benchmark, 2.) Strategic or 3.) Intensive. Based on the categories that the students fall into, teachers make the appropriate adjustments to improve their instruction to meet students' needs. Teachers create small groups within the classroom to aid in the reteaching of target skills, such as vocabulary,

One of the challenges that teachers face is teaching grade level content to students who are below grade level. We have identified, through data, that reading is a major concern throughout the grade levels, with a specific emphasis on writing. There has been a writing team developed that consists of teachers from Edgewood, along with a writing consultant contracted through the MAISD, that has restructured our writing curriculum to help support student achievement. Teachers have been trained throughout the year on the MAISA units of writing with on-going progress monitoring to track the growth of each individual student. We have restructured our after school program where there is a 5-1 ratio of students to teacher, with our focus on writing. In addition to our writing consultant, all staff members have been trained on thinking map instruction. Thinking maps help students organize their thoughts in a way that is applicable to the style of writing they are required to perform. Data shows that reading has a direct link to writing. By improving their writing skills they are improving their ability in regards to reading. By identifying the concerns of our school, we are better able to provide authentic instruction to our students.

Key Terms:
Underlying causes - are factors that explain why the school's achievement is low enough to have placed it in the state's bottom 5 percent. These causes must be:
1) relevant to classroom instruction,
2) reflective of the data that was analyzed, and
3) widely present across low-performing groups, so that changing them could credibly raise student achievement
Sequencing means not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect at least one "Big Idea", (b) include specific teaching and learning strategies for building-wide implementation (see key terms), (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research (see key terms), and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Indicator 6B:

We plan on implementing a Gifted and Talented Program in each grade level, with a 12-1 teacher to student ratio. The curriculum with provide higher order thinking skills for students at more challenging level. Students will be required to take an entrance test in order to qualify for the program with a letter of recommendation from their previous teacher and principal. The curriculum that will be implemented will be aligned with career and college ready standards. The curriculum will be aligned throughout all grade levels and there will be end of year mastery for students. The remaining student body will be placed into classrooms to help meet their needs. Rigorous instruction can then take place at the appropriate level for all students. Best practices will be used in all classrooms to assure that learning is taking place. Teachers will find multiple ways to teach in their classrooms to make sure that all students are being reached. Research shows that students learn in a variety of ways. It is the teacher's job to find the ways that their students learn best.

The program will be research based using best practices in order to facilitate instruction inside of the classroom. Research will be conducted by on-site visits to schools and using proven successful models, which will be duplicated in our school. The staff responsible for implementation for the program will be certified, highly qualified teachers with success in student improvement and closing the achievement gap. Staff will attend on-going professional development throughout the year to enhance their instructional delivering and evaluations with take place quarterly. Teachers will also use Instructional Learning Cycles to gauge which students are learning and which students need to be retaught.

Key Terms:

An ***instructional program*** is a set of materials and activities that address all of the components listed under 6B.

Teaching and learning strategies should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)

Research criteria is satisfied if a citation(s) is provided.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain

how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms). **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Indicator 7A

Throughout multiple professional development opportunities, staff meetings, and professional learning communities, teachers develop skills on how to best analyze the achievement data of their students. Students are assessed quarterly using EdPerformance assessments to monitor their growth. The data collected from these quarterly assessments is displayed on classroom data walls and referred to regularly and used to guide classroom instruction. Achievement Series is a tool used to create weekly assessments based on focus strands. Data dialogue meetings take place weekly so teachers can reflect on the data from these assessments and collaborate to improve their practices using Instructional Learning Cycles. The ILC framework is used to identify and align whole group, small group, and individualized instruction. Interventionists push in and pull out small groups of students to work on focus strands in math and Language Arts. Students are grouped to work toward similar objectives at their MTSS tier level to help close achievement gaps. The organization of small groups is on a continuum based on mastery of skills. Teachers also use data to decide what needs to be retaught and reassessed.

Parents are exposed to data through Personal Student Achievement Plans. PSAPs are addressed at conferences throughout the year. Within each PSAP, academic goals are created by the teacher, parent and student. Differentiation is based on the achievement data outlined in each PSAP.

Key Terms:

Expectations are actions or skills teachers are expected to demonstrate in their use of data

Regular and on-going means at least quarterly (could be Instructional Learning Cycles)

Differentiation can include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support

Close achievement gaps involve conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: Time for Core Subjects
In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: Time for Enrichment
In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: Time for Professional Learning
In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A:
        The school is dedicated to providing a longer school year and day to include rigorous instruction to support increase in academic performance. In the 2013-2014 school year, an additional 15 school days were added. MHPSA is pursuing a grant from the MDE to implement a year round school year. The year round calendar will provide 200 instructional days per year spread throughout 12 months to ensure that loss of learning does not take place. According to data, students in a longer school day, with a longer school year will help close the achievement gap. By having both of these in place, we are closing our achievement gap. By providing rigorous instruction during the school day; we are allowing the students more practice with concepts they have yet to master. Extended school day consist of: 120 minutes of Language Arts, 90 minutes of Mathematics, 60 minutes of Science and 90 minutes of Social Studies daily that includes an after school program with a focus on writing. After school and weekend professional development sessions facilitate teacher's instruction without limiting the students' instructional time. Throughout the school day, interventionists are pushing into the classrooms to assist in instruction to help achieve 1.5 years growth. The Curriculum Implementation Specialist provides coaching and mentoring for teachers to improve educational strategies focusing on best instructional practices in the classroom. Reading and Math coaches provide resources and support interventions in the classroom.

We also have community support through: Big Brothers and Big Sisters, Muskegon Lumberjacks, Coalition of Community Development, Foster Grandparent program, Kids Food Basket, partnership w McDonalds Inc., and Muskegon Heights Alumni Association.

Indicator 8B:

Edgewood will continue to provide a longer school year, school day and continue to provide rigorous instruction in the classrooms. An after school program will be provided to assist in student achievement. According to the 2013-2014 data, we have observed a significant increase in our math and reading scores based on Ed Performance, MEAP and AHA Math testing series. Students attending after school programs tended to perform at a higher level than students who did not participate. The after school program will be expanded to include additional numbers of participants, including the gifted and talented students. With additional time spent on curriculum instruction, this will have a direct impact on improving our top to bottom ranking according to the state. On-going professional developments will aid teachers in using their classroom time effectively.

Indicator 8C:

The district will provide additional professional developments during pre-service, after school and on weekends to ensure that teachers are using their best practices and highly effective teaching strategies. We will do site visits to other schools that have a track record of student achievement similar to the demographics of students we serve. An annual professional development calendar will be used to guide the growth of all teacher and instructional support staff.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Indicator 9A:

The school uses multiple strategies to engage families. Teachers are in close communication in an on-going basis to update families on student progress. Family nights are planned for students and families to be engaged in learning. Student programs and presentations happen frequently throughout the school year. Some programs might include MEAP night, Social Studies night and Literacy night, monthly student of the month breakfast, as well as parents meetings scheduled by our Parent Liaison. Students and their families are encouraged to come to after school events by awarding them with incentives on student achievement and parent involvement. We have reached over seventy five percent of parental participation in our school wide events. We have monthly newsletter that are distributed school-wide to all stakeholders. We use school reach program to make phone calls to parents to inform them of upcoming events. Home visits are done by our parent liaison.

Indicator 9B:

Through school reach, radio announcements, neighborhood association meetings, flyers and personal networking, many community partners are engage in our reform. Some community partners

include Big Brothers Big Sisters, Muskegon Lumberjacks, science club run by members of the community, retired teacher volunteers, foster grandparents, Kids Food Basket, partnership with our local area McDonalds, Muskegon Heights Alumni Association. Some examples of what our partners do for our school are Big Brothers Big Sisters visits our school to implement lunch buddies, Muskegon Lumberjacks helped encourage students to read, and Kids Food Basket provides sacked lunches for our kids to take home at the end of the day. Other ways of communicating with the community are through text messaging, social networks, Remind 101, etc. Student ambassadors volunteer in the community.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase the graduation rate.

> Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIT. This will require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.

Indicator 10:

The school has the operational flexibility to make modifications to staffing levels, calendars, time, etc. to improve student achievement. The district has allowed the Principal to be very creative and flexible to improve student achievement. The Principal, in collaboration with the Superintendent, discuss the staffing model, budgeting issues, and length of school year in order to support the initiative of improving the MME scores by 10%, ACT Composite Scores by 2 or more points annually and meeting their Performance Series goals of 1.5 years growth in all subject areas. The district also provides on-going professional development for administrators, along with support from the local ISD. The implementation of on-going Professional Development would help support these extensions to enhance the quality of professional growth. The Principal works with the central office to help monitor and implement a Title I program along with addressing any budgetary issues.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school. List the central office contact person responsible for monitoring and supporting the school. Also, describe plans to participate in workshops and conferences offered by the ISD/RESA, Michigan Department of Education, and other external partners or organizations.

Indicator 11A:

The superintendent must contact the head of school for the implementation of the various technological workshops. The heads of schools will contact their staff and let them know the various workshops and conferences within the state of Michigan that their staff may attend without cost. The MAISD could review or develop workshops based on their fellow teachers / students' needs. At this point, employees should register within their department for a workshop or contact their head of school. Also, the Head of School should write letters, and encourage companies around the district to partner up with the school. This will be collaboration between the school and the community.

The principal can initiate their teachers according to their specialty or department. It should be encouraged to attend, but in some cases, it should be mandatory for a specific position within their job description.